

Contemporary learning theory describes the student as an active and engaged information user and underscores the importance of students developing information and technology expertise.

LIBRARY MEDIA SPECIALIST

Collaborates with classroom teachers to support their content standards in these four roles:

1. **Teacher** who integrates information and technology literacy with subject area content standards
2. **Instructional Partner** who collaborates with classroom teachers to plan effective instruction in the library
3. **Information Specialist** who models strategies for accessing and using information technologies
4. **Program Administrator** who is proficient in the management of resources, budgets, and facilities in order to provide instructional support and services

WHAT ELSE SHOULD I KNOW?

Library media specialists have always drawn upon a distinctive expertise about information and technology. A growing body of research is demonstrating the unique contribution this expertise can bring to student achievement.

Office of Library Information Services

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TECHNOLOGY LEADERSHIP

- **Online Research Modules**
Recognized by MSDE as Best Practice in technology integration and student research
www.bcplonline.org/online
- In-school and home remote online access to full text magazine, newspaper, and reference databases such as **Electric Library, Literature Resource Center, DIALOG, Career View, College View**
www.bcplonline.org/online
- **OnLINE Library Website**
Links to Internet resources that directly support the teaching and learning of the Essential Curriculum
www.bcplonline.org/online
- **Web-Based Union Catalog** of secondary school library holdings purchased 2000-2001
www.libraryview.com/baltimore
- **Automated Catalog and Circulation Systems**
Provide access to K-12 library information resources and management of library inventories and information sources
- **Parent Internet Education Online Curriculum**
Recognized by the Benton Foundation as Promising Practice in Parental Involvement in Technology
www.bcpl.net/~sullivan/pie/index.html
www.childrenspartnership.org/Map/mapintro1.html
- **Quality Library Media Collections**
Include books and technology resources such as CD-ROMS, videocassettes, computer software
- **Webpage Design Services**
Special programs, workshops, committee studies, and curriculum initiatives, e.g., The Reading Page, Oral History, Government Resources, and Research for School Improvement, etc.
- **Technology Inservice Courses**

TECHNOLOGY INTEGRATION FOR ENGAGED LEARNING GR 6-12



*Baltimore County Public Schools
Library Media Program*

INFORMATION AND TECHNOLOGY LITERACY CURRICULUM SUPPORT

Standard 1 The student who is information literate accesses information efficiently and effectively.

Standard 1 in Action

To stump their classmates in a “Chemistry Bowl,” teams of Advanced Placement students identify chemical processes involved in making everyday products. Students focus on online science journals and databases and to identify a wide range of consumer products that involve unexpected chemical and chemical processes.

Standard 2 The student who is information literate evaluates information critically and competently.

Standard 2 in Action

Students need to identify a person living today who meets the literary definition of a tragic hero and to find information to support their choices. As a class, students develop a rubric to identify the essential traits and to specify the kind and amount of evidence required to *certify* someone as a contemporary tragic hero. Students explore a wide range of technology resources and books to amass as much authoritative evidence as possible to support their choices. The class judges each case against the rubric.

Standard 3 The student who is information literate uses information accurately and creatively.

Standard 3 in Action

A French class plans an imaginary trip to Paris. Students use the Online Research Module, *Bienvenue à Paris!*

Students use Internet links and resources suggested in the module. The class produces a videotape, with the narrative in French, as a Paris travel guide.

Standard 4 The student who is an independent learner is information literate and pursues information related to personal interests.

Standard 4 in Action

A student receives a share of computer stock from his grandparents. He decides to get information on the company, to learn to read the daily stock report, and to use a computer-graphing program to track the progress of the stock.

Standard 5 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 5 in Action

Students need to research information for a display about one specific aspect of Native American music for a new museum exhibit at the Smithsonian Institute. They create a display with text and visuals or a multimedia presentation in order to present details about an aspect of the music and its role in Native American life. They present their product to the Smithsonian Board of Directors competition. Student use the Online Research Module, *First Music, First Nations* for research direction and resources

Standard 6 The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

Standard 6 in Action

Two middle-school students work together on a research project on local oral history. They decided that the final product would be a traditional written report, and so they gathered printed materials and took extensive notes to prepare to write. Now they realize that the topic might be better suited as a

multimedia website. They consider what other kinds of information sources to use.

Standard 7 The student who contributes positively to the learning community and to society recognizes the importance of information to a democratic society.

Standard 7 in Action

A parent appeals the school’s decision to *retain The Catcher in the Rye* as part of the high-school curriculum. Several students decide to speak in support of the book at the next meeting of the Board of Education. The students realize they need more information on the constitutional right to intellectual freedom in order to prepare their case.

Standard 8 The student who contributes positively to the learning community and to society practices ethical behavior in regard to information and information technology.

Standard 8 in Action

Students in a film study class create video projects, for which they use original footage in combination with scenes from commercial movies. The projects are so successful that The Education Channel wants to broadcast them to the Baltimore County community. The students know they must obtain copyright permission for this wider distribution.

Standard 9 The student who contributes positively to the learning community and to society participates effectively in groups to pursue and generate information.

Standard 9 in Action

Students work in research groups to investigate gun control issues. They read through numerous current articles available from online news and Internet sources to become informed on the issues. The Online Research Module, *Gun Control* guides their research. Each group will come to an agreement and take a stand for or against gun control. They will persuade others to their position.